

## Second Grade Module 7: End-of-Module Assessment Task Score Sheet

### A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”. These steps are meant to help teachers and students identify and celebrate what the student **CAN** do now, and what they need to work on next.

#### Score Key: A Progression of Learning

Little or no evidence of reasoning with an incorrect answer.  (1 Point)	Evidence of some reasoning with an incorrect answer.  (2 Points)	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points)	Evidence of solid reasoning with a correct answer.  (4 Points)
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Module 7: End-of-Module Assessment												
Domain			Standards									
Question	Number and Operations – Base Ten	Measurement and Data	2.NBT.5	2.MD.1	2.MD.2	2.MD.3	2.MD.4	2.MD.5	2.MD.6	2.MD.8	2.MD.9	2.MD.10
1		1 2 3 4			X	X	X					
2		1 2 3 4		X								
3		1 2 3							X			
4		1 2 3 4									X	X
5	1 2 3 4	1 2 3 4	X					X		X		

Domain Score	Number and Operations – Base Ten		Measurement and Data	
Total Points				
Level	4	4 points	4	18-19 points
	3	3 points	3	13-17 points
	2	2 points	2	8-12 points
	1	1 point	1	5-7 points

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

## Second Grade Module 7: End-of-Module Assessment Task Score Sheet (continued)

### End-of-Module Assessment Task (Topics A–F) Clusters and Standards Addressed

**Use place value understanding and properties of operations to add and subtract.**

- 2.NBT.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

**Measure and estimate lengths in standard units.**

- 2.MD.1** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- 2.MD.2** Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
- 2.MD.3** Estimate lengths using units of inches, feet, centimeters, and meters.
- 2.MD.4** Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

**Relate addition and subtraction to length.**

- 2.MD.5** Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
- 2.MD.6** Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

**Work with time and money.**

- 2.MD.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

**Represent and interpret data.**

- 2.MD.9** Generate measurement data by measuring lengths of several objects to the nearest whole unit, or making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
- 2.MD.10** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.